R842-05 ERIC REPORT RESUME

ED 010 241 2-27-67 48 (REV)

THE EDUCATION OF THE MODERN FOREIGN LANGUAGE TEACHER FOR AMERICAN SCHOOLS.

AXELROD, JOSEPH
MQG42674 MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK

BR-5-1359
-MAR-66
EDRS PRICE MF-$0.18 HC-$2.52 63P.

*LANGUAGES, *LANGUAGE INSTRUCTION, LANGUAGE PROGRAMS, *CURRICULUM DEVELOPMENT, *TEACHER EDUCATION, *TEACHER PROGRAMS, TEACHER CHARACTERISTICS, MODERN LANGUAGES, NDEA FOREIGN LANGUAGE INSTITUTE, NEW YORK CITY, NEW YORK

THE PROBLEM WITH WHICH THIS REPORT DEALS IS PART OF A LARGER AND MORE BASIC PROBLEM FACING FOREIGN LANGUAGE DEPARTMENTS IN THE UNITED STATES - REDEFINING THE ENDS OF THE INSTRUCTION OFFERED BY THE DEPARTMENT AND DISCOVERING MORE ADEQUATE CURRICULAR MEANS THAN ARE USED AT PRESENT TO IMPLEMENT THOSE ENDS. SECTION ONE OF THE REPORT FOCUSES ON THE PROBLEM. SECTION TWO CONTAINS A SKETCH OF THE SUCCESSFUL FOREIGN LANGUAGE TEACHER IN THE AMERICAN SCHOOL. SECTION THREE PRESENTS RECOMMENDATIONS FOR CURRICULAR DEVELOPMENT IN TEACHER-EDUCATION PROGRAMS (BASED ON STUDY GROUPS OF NDEA FOREIGN LANGUAGE INSTITUTES). SECTION FOUR DEALS WITH THE NEED FOR PROFESSIONAL ORGANIZATIONS TO HELP COLLEGES AND UNIVERSITIES IN THE DIFFICULT TASK OF CURRICULAR REFORM. A NUMBER OF CONCRETE SUGGESTIONS ARE MADE. TWO APPENDIXES ARE INCLUDED--(1) MEMBERS OF THE 1965 INSTITUTE STUDY PROJECT, AND (2) MLA GUIDELINES FOR TEACHER-EDUCATION PROGRAMS IN MODERN FOREIGN LANGUAGES. (JC)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

The Education of the Modern Foreign Language Teacher for American Schools

by Joseph Axelrod

An Analysis of Ends and Means for Teacher-Preparation Programs in Modern Foreign Languages Based on a Study of NDEA Foreign Language Institutes

The Modern Language Association of America
1966

5-1359

THE EDUCATION OF THE MODERN FOREIGN LANGUAGE TEACHER FOR AMERICAN SCHOOLS

AN ANALYSIS OF ENDS AND MEANS FOR TEACHER-PREPARATION PROGRAMS IN MODERN FOREIGN LANGUAGES

Based on
a
Study
of
NDEA
Foreign Language
Institutes

Members of the
Institute Study Project

Joseph Axelrod, Chairman

Eugene W. Anderson
Oliver Andrews, Jr.
Jermaine D. Arendt
Dora S. Bashour
Russell M. Cooper
Micheline Dufau
Frank M. Grittner
Clemens L. Hallman
The Rev. Paul J. Harney, S.J.
Lawrence B. Kiddle
Lester W. McKim
Robert G. Mead, Jr.
Joseph Michel
Karl Openshaw
Josephine Bruno Pane
Henry W. Pascual
Lawrence Poston, Jr.
James R. Powers
Allen F. Rosebrock
Wilmarth H. Starr
Donald D. Walsh
William G. Zimmerman

THE MODERN LANGUAGE
ASSOCIATION OF AMERICA
March 1966

The study reported herein was performed pursuant to a contract with the Office of Education, United States Department of Health, Education, and Welfare, under provisions of Title VI of the National Defense Education Act.

FOREWORD

This report is addressed mainly to the college teacher of modern foreign languages. Those responsible for the report are convinced that modern languages and literatures are an essential element in a liberal education. However, they are concerned because the usual college curriculum for a language major, whatever its intellectual and spiritual values, too frequently does not adequately prepare the individual who is planning a teaching career in today's schools.

Each summer since 1959, thousands of language teachers from elementary and secondary schools have been selected from among plentiful applicants and have duly appeared at summer institutes sponsored by the National Defense Education Act. And almost invariably they have revealed a pitiable unreadiness to perform effectively in the school classroom. The extension of the NDEA institute program to other subject matter fields has demonstrated that this circumstance is not unique with modern languages; but this is no ground for solace or inertia.

Teachers are prepared in colleges, and ways must be found for colleges to do a satisfactory job. Language departments in a growing number of higher education institutions are experimenting with revisions in the curriculum, frequently with significant results. Many other departments are discussing changes. This report seeks to help all such departments by means of a study of effective practices at NDEA institutes which may be transferred or adapted to the regular program for preparing new language teachers for the schools.

KENNETH W. MILDENBERGER
Director of Programs
Modern Language Association

PRECEDING PAGE BLANK- NOT FILMED

PREFACE

The NDEA Language Institute program came into existence in 1958 because it was obvious that language teachers in elementary and secondary schools needed additional training in the newer methods that had been developed since the end of World War II. They also needed additional training, it was discovered, in every other phase of their work as foreign language teachers.

In the seven years that have now passed since the beginning of the NDEA Institute program, about one-third of our secondary school language teachers and a considerable, though much smaller, number of our elementary language teachers have participated in Institute training.

The success of the NDEA Institutes in accomplishing their goals has been outstanding. The evidence accumulated by evaluation teams which studied the program almost each year from 1959 through 1964, pointed unequivocally to the conclusion that each year the Foreign Language Institutes became better instruments in accomplishing the goals of the program. With each new wave of Institute graduates moving back into their elementary and secondary language classrooms, the impact of the Institute program has become greater.

In view of the success of the Institute program, many college and university language faculty who had participated in the planning or direction of Institutes, or had served in them in some other capacity, expected that many of the features which proved effective in Institute programs would become part of regular teacher training programs in American colleges and universities. On the whole, however, this change has not yet taken place. The reasons which account for this slowness to change are unusually complicated and we do not propose to attempt an analysis of them here. But the cause lies basically, in our view, in fears, hostilities, resistances and other such forces to be found throughout higher education rather than in obstacles peculiar to foreign language departments or schools of education.

In 1965 when the MLA again undertook a study of the NDEA Foreign Language Institute program, it decided to shift the emphasis. Instead of asking again how effective the Institute program was — for surely that type of investigation was no longer needed — the MLA decided it would ask how the features which proved effective in NDEA Institutes could be adapted for use in the regular programs designed for prospective foreign language teachers on American college and university campuses.

To answer this question, the MLA gathered together a team of twenty-three experts. A list of the 1965 project members is given in Appendix A. Some of these men and women know NDEA Institutes intimately, having directed them, planned them, taught in them, or evaluated them in previous years. Others had never before visited an Institute. But all were scheduled to visit two or more Institutes during the summer of 1965 in order to discover the answer to the question.

A two-day meeting of the evaluation group was held in May, 1965, to lay the groundwork for the visits and for the reports which were to emerge from them. The May meeting was organized by Donald D. Walsh. At that meeting, the group reached agreement on the results at which a program designed to train language teachers should aim — whether an Institute program or a regular college or university program. The May discussions provided the basis for a document which, after several revisions, became Section II of the report, "A Portrait of the Successful Foreign Language Teacher." At the May meeting, the group also arrived at decisions as to how the visits should be carried out and how the individual reports should be written. A second two-day meeting was planned for October.

At the October meeting, which was organized by Kenneth W. Mildenberger, the project members compared their experiences and discussed their answers. Sections III and IV of the report reflect the conclusions to which the group arrived.

JOSEPH AXELROD
Chairman
NDEA Institute Study Project
Modern Language Association

CONTENTS

FOREWORD i

PREFACE iii

I. THE PROBLEM 1

II. A PORTRAIT OF THE SUCCESSFUL FOREIGN LANGUAGE TEACHER 6

III. RECOMMENDATIONS FOR CURRICULAR DEVELOPMENT 19

- Overall Design of the Program 20
- The Skills of Understanding and Speaking 23
- The Skills of Reading and Writing 25
- Culture and Civilization 26
- Professional Preparation 29
- Linguistics 36

IV. THE STRATEGY FOR CHANGE 40

V. ENDS AND MEANS: A SUMMARY 43

APPENDIX A: Members of the Study Project 46

APPENDIX B: MLA Guidelines for Teacher-Education Programs in Modern Foreign Languages 50

SECTION I

THE PROBLEM

The problem with which this report deals is part of a larger and more basic problem facing almost every foreign language department in the United States: redefining the ends of the instruction offered by the department and discovering more adequate curricular means than are used at present to implement those ends. But this larger problem is one which not only the foreign language departments are facing; every discipline represented on the American campus is currently reexamining its ends and its means.

Faculty are reexamining their own image, too, to see whether it fits the realities of American higher education. In some cases they are discovering that image and reality are worlds apart. Our colleagues in English departments, for example, are becoming accustomed to hearing judgments such as this one pronounced by respected spokesmen in the discipline: "...The gravest and most dangerous self-deception that we in college English have been guilty of is in regarding 'research' as our true vocation and sloughing off teaching and the preparing of teachers as necessary evils."[1]

It is not merely the individual departments that are reexamining their ends and means. On some campuses the whole institution is in the process of self-study. The pressures on the colleges and universities toward change — pressures from both within and without — are increasing daily. But, except in times of dire emergency, social institutions change slowly and the institution of higher education in America is no exception. Nevertheless, the influence of World War II and sputnik, the trend in government-campus relations visible now for two decades, and new pressures from student and faculty groups are at last beginning to alter the shape of American college and university curricula. Subtle changes have been taking place underneath and all around the curricular structure, and the decade 1965-75 will almost certainly see vast reforms in degree and certification programs. It will no doubt remain true, as Logan Wilson has said, that it is as difficult to change a curriculum as it is to move a graveyard. Still, developments since 1959 have been unusually rapid and the newer patterns are beginning to emerge on many campuses.[2]

---

[1] John H. Fisher, "Prospect," in J. C. Gerber, J. H. Fisher, and C. A. Zimansky (eds.), The College Teaching of English (New York: Appleton-Century-Crofts, 1965), p. 8.

The first- and second-year foreign language courses in colleges and universities have undergone considerable development since 1959. There have not, however, on the whole, been many basic changes in degree programs in foreign language or in programs specifically designed for the education of foreign language teachers. Yet, in the years ahead, as all departments move forward in instituting changes in degree patterns, in course requirements, in course content, and in the relation between the curriculum and the extra-curriculum, departments of foreign languages too will come forward with plans for reform. Though they do not face the process completely without fear, most college faculty stand ready to reexamine ends and means. They understand that change in higher education is inevitable. They know what the alternatives are. Either they will accept the changes — good ones and bad — which will have been produced by the strongest off-campus pressures, or they will themselves take the initiative in curricular reform.

Even if the faculty in the foreign language field, however, were completely free of resistance to curricular reform and were ready today to take the initiative, the fact remains that the profession is not yet solidly united about the direction reform should take. For example, in the case of the liberal arts undergraduate degree in a foreign language, there is not yet clear agreement as to what proportions among the various studies of a language department's total field of instruction constitute the best "balance." A language department gives instruction in a variety of studies — literary history, aesthetics, practical criticism and textual analysis, theoretical linguistics, language study and applied linguistics, study of the foreign civilization, and others. In the program pursued by a liberal arts major in a foreign language, what should the "balance" among these studies be?

In recent months no one has expressed this dilemma better than the chairman of the Department of Romance Languages and Literature at Harvard University who begins his October, 1965, Newsletter thus: "In an age of vertiginous change, Harvard's Department of Romance Languages and Literature remains flexible." He then moves immediately to the problem of "balance": "The language courses adhere to the most modern audiolingual norms.... Nevertheless, the over-all emphasis of the Department continues heavily literary, with serious attention also paid to linguistics — historical, structural, and now transformational — and to 'civilization.'"

---

[2] For a review of these patterns, see Samuel Baskin (ed.), Higher Education: Some Newer Developments, (New York: McGraw-Hill Book Co., 1965); and Logan Wilson (ed.), Emerging Patterns in Higher Education (Washington, D. C.: American Council on Education, 1965), especially the chapter on curriculum by Joseph Axelrod.

But a difficult problem in educational policy must be solved. "Maintaining this delicate balance is not easy," the Harvard Newsletter continues, "for we are beset by two pressures, an outside pressure... to devote considerable resources exclusively to language teaching, and an internal pressure, subtly expressed, to minimize the language work and the French or Spanish civilization and concentrate on the literary texts." And the difficulty of the problem is increased by a confused and changing image of what the Harvard language major is being prepared for: "The confused and changing nature of the first-time position away from Harvard to which our students move, renders our decisions even more difficult."

The confused and changing nature of the positions to which graduates of language departments move — there's the rub! Consider the case of a young man who, having completed his Ph.D. in French at a large state university several years ago, now holds a post at a large liberal arts college. (It had been a teachers college until 1935, then it became a "multipurpose institution" — that was the official phrase used at the time — and now it calls itself, and is trying hard to be, a liberal arts college. Somewhat more than a fourth of its graduates move to elementary and secondary teaching posts.)

If we were to follow the activity of this young professor for only one day, we would be amazed at the breadth of knowledge which is demanded of him. Or perhaps it is more accurate to say we would be amazed at the diversity of campus activities in which, as a specialist in foreign language and literature, he is called upon to participate.

Consider a fairly typical day in his campus life. For his first class hour, he is a literary historian; during the hour, he works with students in a senior seminar on a methodological problem in literary chronology. They are attempting together to establish the date of composition of an eighteenth-century poem. It is an exciting problem because, as it happens, an important conclusion regarding an alleged literary influence can be supported by only one of the possible dates. In this course, he is trying to teach future literature scholars the tools the literary historian must master.

During the next hour, our young friend participates as a member of a faculty-student panel discussion arranged by the Linguistics Society — a student club that is unusually active on this campus — in an emotion-laden session on the pro and cons of Roberts' freshman English text in transformational grammar. (The English Department faculty is torn on this question and the students in the department are divided too.) During the last few years he has become enormously interested in some aspects of linguistics; indeed, he is hoping to attend a workshop next summer as he has had no formal training in modern linguistics.

The next hour we find him in the Recording Room at the language laboratory, directing two native speakers of French in the recording of drill materials for laboratory tapes. Then lunch; four student conferences; and a brief departmental meeting on a crisis in library funds. (The Library Committee, a faculty group, suddenly decided to reduce the department's appropriation because "so many foreign language books are purchased out of the general fund.")

In the afternoon, he has two classes. First, a section of the first-year French course. He finds the whole set-up of the lower division language courses intolerable, but he enjoys the class itself. It is not easy, as he has had no formal training in doing this kind of teaching; his experience as a Teaching Assistant at the state university could hardly qualify as training, formal or otherwise.

Then comes his class on Tragedy. This is a world literature course given alternately by a member of the English Department and by a foreign language man. In class he becomes involved in a discussion (verging on an argument) with several bright students over an acceptable interpretation of Aristotle's object, manner, and means of imitation. Immediately after class, he checks out some materials on the Poetics to work on that evening.

Coffee at the Faculty Lounge and then — a few minutes late — to the campus theatre where a Molière play is in rehearsal. He had been asked by a friend in the Drama Department to serve as technical adviser in the production. (Seventeenth-century French drama happens to have been his special field for the doctorate.) He enjoys being a "drama man" for a change, for his own classes do not involve him closely with the aspects of sound and spectacle in works of dramatic literature.

Thus our young professor has served as a half dozen distinct kinds of specialist, all in the course of a single day's work. The demands placed on him that day dramatize the problem posed in the Harvard Newsletter.[3] That problem is not an easy one, for it asks the most fundamental question that can be asked about the department; it inquires into its raison d'être.

---

[3] The reader will wish to supplement the description and analysis given here and in the Harvard Newsletter with the MacAllister report. Archibald T. MacAllister, "The Preparation of College Teachers of Modern Foreign Languages," PMLA (May, 1964). Available in pamphlet form (15 pages) from the Modern Language Association Materials Center.

When a foreign language department decides to ask itself what its ends are and what means it proposes to adopt in order to achieve those ends, it is, in a sense, asking for trouble. Its solution partly depends on the purposes that are shared by all departments on the university campus or in its liberal arts college. In the light of these purposes, the foreign language faculty must decide whether its degree program is to be redesigned to make it a better program in the broad, liberal arts tradition or a better program of a highly specialized sort. After this decision is made, and in terms of program goals, the department has to decide whether there is to be a required core of study for all degree candidates. If so, how much of the core is to focus on language skills, on linguistics, on literary history and criticism, and on civilization?

If the institution prepares teachers for elementary and secondary schools, it has, in addition, some crucial decisions to make about the training of foreign language teachers. Is the program in language, linguistics, literature, and civilization for the prospective elementary and secondary teacher to differ in any significant way from the program designed for the non-teacher? To what extent is the staff of the foreign language department to take responsibility for the professional training of the teacher candidate?

While these are not the questions to which the present report addresses itself, they constitute the larger context for the question which the report does attempt to answer. Stated in the broadest terms, the report attempts to discover the best conceivable program for the prospective elementary and secondary foreign language teacher. And it seeks the solution primarily through an analysis of successful programs that were especially designed for this purpose and for no other, namely, the programs given at the NDEA Foreign Language Institutes.

SECTION II

A PORTRAIT OF THE SUCCESSFUL FOREIGN LANGUAGE TEACHER

The members of the Institute Study Project began their deliberations by asking what sort of teacher the best program in foreign languages — whether an Institute program or a regular academic-year program — would attempt to "produce." What should such a teacher know and what should he be able to do? The members of the Study Project agreed that if the major lines in a portrait of the successful foreign language teacher could be sketched, such a portrait would be an invaluable starting point. It would provide at once the goals of a teacher-education program in foreign languages and the guidelines for designing such a program.

The portrait which emerged cannot of course be presented as the picture of any particular teacher. The portrait could not include individualized traits — unusual talents or special charms, or uncommon knowledge acquired through unique experiences — for these differ in kind and degree from one teacher to another. The picture is rather a composite portrait, showing the traits that all excellent foreign language teachers hold in common.

Although it paints no actual human being, the portrait is by no means an idealized one. It is an abstraction, but at the same time it is entirely realistic, based upon hundreds of living models, observed by the two dozen sharp-eyed educators responsible for preparing the materials which are summarized in this report.

Unfortunately most laymen — and even some academicians — hold the rather simple-minded notion that to be an excellent foreign language teacher, one need only have an excellent command of the foreign language. Nothing could be further from the truth. There is a great deal more that a skilled foreign language teacher in an American school knows and is able to do.

A practical command of the language is obviously a basic and irreplaceable requirement. But the skilled foreign language teacher is also able to use as professional tools certain principles and concepts relevant to his teaching tasks. And this knowledge comes not simply from a single discipline but from several: the study of culture, including the study of literature; education, including the psychology of learning; and linguistic science.

Our profile shows that in addition to gaining a body of knowledge from these fields of study, the foreign language teacher must also be an artist, able to apply this knowledge to the varying needs of concrete class situations and individual student conferences. In short, the excellent teacher has the ability to teach the language. This is an ability that goes beyond his proficiency in the language and beyond any knowledge he may have about linguistics, civilization, literature, and the psychology of learning.

Since, however, the conceptual knowledge and the artistry required of the excellent teacher do not remain static, the teacher who is excellent today cannot remain so unless he keeps abreast of developments in the various fields that are germane to his professional tasks. The successful teacher therefore never ceases to be a student of the relevant academic disciplines and of the art of language teaching so long as he is a member of the teaching profession. For this reason an excellent preparation program in college helps the teacher candidate become not only a good teacher but also a good continuing student, that is, a professional worker who grows with his profession.

The knowledge and abilities which the foreign language teacher possesses can thus be analyzed under four aspects: command of the language, factual and conceptual knowledge from various disciplines, ability to teach, and responsibilities as a professional.

COMMAND OF THE LANGUAGE

The excellent foreign language teacher has a good practical command of the language. This means, first of all, that he understands the foreign language when it is spoken at normal tempo. He understands most of what is said when two native speakers — using speech that is accepted as standard — speak "naturally" to each other. If the teacher understands regional speech and substandard dialects, thieves' slang and teenage lingo, so much the better; but we are content, in our profile, not to go beyond speech that is accepted as standard.

Second, the excellent foreign language teacher speaks the language intelligibly and with an adequate command of vocabulary and syntax. His accent and his command of vocabulary and syntax may not be perfect, but his speech is good enough not to offend, unwittingly amuse, or confuse a native speaker of average intelligence, or arouse impatience or disrespect in him. The French word for tea is one of the most difficult words for an American to pronounce well, but if an

American teacher of French orders tea in a French cafe, even the most dull-witted waitress should not for a moment wonder whether he has ordered tripe.

Third, he reads the language, by and large, with immediate comprehension and without translating. And, finally, he writes the language with reasonable correctness and with — shall we say almost — as much clarity of thought as he is able to achieve in writing his mother tongue.

Proficiency in the language is clearly the basic goal for a teacher of language. The point is so obvious, it seems hardly worth asserting. But once we have asserted it, we must follow it immediately with another point: although proficiency in the four language skills is indispensable, it is by no means sufficient. A good practical command of French does not insure excellent teaching of French.

At the same time the importance of fluency, correctness, and a good accent, cannot be overestimated. Even when a French teacher, for example, has considerable fluency, if he persists in pronouncing the French word for butter like the English word burr (both happening to rhyme perfectly in his speech with the French word for two), then unless he uses some special, compensating technique, his teaching will not likely induce a good accent in his student. Still, as we shall see, the excellent teacher does much more for his students than play the role of a good language model.

FACTUAL AND CONCEPTUAL KNOWLEDGE FROM VARIOUS DISCIPLINES

The excellent foreign language teacher has acquired various kinds of informational and conceptual knowledge from three fields which are directly relevant to his work: the study of culture, education, and linguistic science. He has not of course studied all of these disciplines in their entirety nor does he need to know their content and method, even at an elementary level, in any systematic way. The knowledge he has from these fields is organized by a quite different principle of selection, namely, relevance to his teaching. That is, he has mastered the facts, principles, and concepts from each of these disciplines that will help him perform his professional tasks better.

Study of Culture

The excellent foreign language teacher knows a body of facts, principles, and concepts promulgated by scholars who study the civilization of the people speaking the language he is teaching. Together with this knowledge, the excellent teacher also has an appreciation of the major monuments of that civilization and an empathy with the values that characterize the foreign culture. He understands that the cultural framework held by the speakers of the foreign language is not monolithic, not a homogeneous entity; indeed, he is able to distinguish the diverse elements in the total cultural framework for which the foreign language serves as the medium of communication. Above all, he understands the cultural assumptions which native speakers of the foreign language are likely to hold.

The successful teacher's knowledge of the foreign culture is of two different kinds. In the first place, he knows and appreciates the major cultural monuments in which members of the foreign culture take pride. These are transmitted from the old to the new generation through formal and informal educative processes. These include the masterpieces of art, music, and literature; they include outstanding accomplishments of the great philosophers, religious leaders, historians, rhetoricians, and scientists.

The successful teacher of language is interested in every kind of monument of this sort. He is interested in not just those which use language as their medium but in the non-verbal ones as well. And beyond his study of these works as individual entities, he is interested in the cultural pattern which, on the one hand, produces them and which, on the other, they express and embody. But of the entire realm of cultural works, the greatest interest of the teacher of language focuses on the verbal monuments. This is not surprising, for works of literature, philosophy, religion and science, unlike a symphony or a painting, use language as their means of expression.

Of all cultural monuments using language, the teacher of language is most seriously interested in works of imaginative literature: drama, fiction, poetry. In these works, language — the normal instrument for daily communication — is converted into an art medium. It is appropriate that of all art works, the teacher of language is most attracted to literary works. Literature is a kind of miracle, for only in literature does speech become art; and only the student of language can begin to understand the nature of this miracle.

But literary works constitute a single segment of the vastness of a foreign culture, and the excellent teacher of language does not limit his knowledge to literature alone. Indeed, he must not even be content to limit his knowledge of the foreign culture to cultural monuments alone. There is another dimension in the study of a civilization to which he has also given considerable attention: the complex cultural and societal pattern that governs the behavior of the people to whom the foreign language is the mother tongue.

The excellent foreign language teacher knows the major value patterns in the foreign culture (and especially the intricacies of the dominant pattern, if a single one is dominant). He knows the habits of thought and speech by which those patterns are reflected. And he knows something about the social institutions that also, in their own way, re-express those patterns.

In the profession today, attempts have been made to identify these two major dimensions of cultural knowledge by some appropriate pair of labels. Often one dimension is identified as "humanistic" and the other as "anthropological." But this identification sets up a false antithesis; and though it represents accurately concerns that were by tradition within the separate provinces of the humanist and of the behavioral scientist, that older academic departmentalization of cultural phenomena is simply no longer a fact of present-day American intellectual life.

Since those labels are not satisfactory, some students of the problem have attempted to label the one dimension "high culture" and the other "deep culture" or call one "monumental" and the other "fundamental." But, again, even if meant to serve only as a convenience, such labels run the risk of distorting the essential distinction. Perhaps, therefore, we might best clarify the second dimension here by giving a number of concrete examples.

Although the excellent foreign language teacher is becoming fascinated with the new relationships between mathematics and language, and especially with developments in machine translation, he understands that the language he is teaching is not merely a mathematical design. He understands too that it is more than the medium for literature. Although he is an avid student of German literature, he does not believe that the German language came into existence only in order to make the creation of _Faust_ possible. He understands that the language serves as the hour-by-hour communication medium for diverse individuals who are all members of a complex culture. And he understands that these speakers hold many cultural assumptions in common. He believes that one cannot have a command of the language in a profound way without also becoming intimately acquainted with many of these cultural assumptions.

The successful teacher therefore possesses a knowledge of the values which guide daily living among the people who share the foreign language. It is these values that determine what is socially acceptable in the foreign culture. The excellent teacher develops empathy for these values, and in turn, gains a deeper understanding of them. The term "empathy," it might be noted, has come into common use only in recent years. It is defined as the capacity for participating in another's feelings, desires, and ideas, without necessarily generating sympathy for them or adopting them as one's own. In Webster's third edition, the word is said to be "frequently employed with reference to a nonhuman object, as a literary character, an idea, culture, or work of art."

The excellent foreign language teacher knows and empathizes with the traditions and with the habits of thought and speech which members of the foreign culture hold in common. For example, he knows how names for children are determined and what names and nicknames "mean." He knows that in many cultures, affection is shown differently from the way in which Americans show it, and he has insight into such differences. He knows what is thought funny in the foreign culture and how native speakers habitually behave when they think something is amusing. Such knowledge is important to him, for no one can be said to speak a foreign language well unless he has it. No matter how perfect his accent, how adequate his vocabulary, or how well he has mastered the structures of the language, his education will count for naught if he laughs where no native speaker — even a boorish or stupid one — would permit himself to laugh, or if his laughter is of a kind considered by native speakers to be inappropriate to the occasion. Of course, in some cultures, he will easily be forgiven because he is a foreigner; but the American foreign language teacher would no more wish to be forgiven on such grounds for such a lapse than he would enjoy being forgiven for making a flagrant grammatical error in the foreign language.

The successful foreign language teacher knows what the foreign culture's myths are, and to what extent they are taken by native speakers of average education as unchallengeable truths. (Let him be wary when he questions these truths.) He knows other intimate details also: what attitudes and behaviors are typical toward infants, toward children and adolescents, and toward the aged; what mannerisms of face, hands, voice, carry prestige, or what foods, what types of clothing, carry status.

Beyond his knowledge of the traditions and of the habits of thought and speech that members of the foreign culture possess, the excellent foreign language teacher knows the nature and structure of contemporary social institutions in the foreign culture. He knows about family structure, about the educational system, about banks and credit, transportation, housing, marketing. He knows the acceptable patterns of courtship and marriage and about special rites at birth, puberty, and death. He knows about the press, radio, and TV, and other aspects of communication, entertainment, and advertising — how much and what sort there is and how it compares with this influential aspect of American life. He knows about attitudes and institutions in the foreign culture relating to civil liberties, to teen-age gangs, and to social clubs for children, young people and adults.

These are varied examples, then, of the dimension of cultural study that focuses on the society itself and its characteristic patterns. It complements the knowledge and appreciation of masterpieces of literature, art, music, and the sciences.

Knowledge from the Field of Education

In the case of the study of culture, we were not concerned with systematic knowledge covering the entire field but with "appropriate" knowledge — that is, with those facts, principles, and concepts that help the foreign language teacher perform his professional tasks better. This is also true in the case of the field of education.

An analysis of this field, excluding for the moment the *art* of teaching which will be discussed presently, yields five areas of knowledge that are appropriate to the teacher of foreign language.

The first concerns the nature of education. The excellent foreign language teacher understands the place of education in society, both as a process and as an institution. As a social institution, the school has become ever more influential in American society. A major change in its curriculum — such as, for example, the required teaching of a foreign language, beginning with Grade 6, in every public school in the State of California — has vast social repercussions. The successful foreign language teacher therefore understands the nature of American education, and he understands the place of foreign language within that framework.

Second, he understands both the nature of learning in general and the psychology of language learning in particular. He understands which language skills are to be developed, in what order, and how such skills can be acquired most efficiently. The successful foreign language teacher understands, for example, why it is both logically and psychologically appropriate to teach written forms to students only after they have mastered the spoken forms. He knows that the logical reasons are based on concepts from linguistics and that the psychological basis comes from currently accepted learning theory.

He knows that it is psychologically unsound to teach both the spoken and written forms simultaneously, for the two learning tasks are very different. Control of both forms is attained more quickly if during the initial stages of language study the two tasks are tackled separately. The excellent language teacher understands, however, that mere separation in time between the two tasks is not the significant factor. The crux of the matter is the separation of the two tasks in the learner's mind. This separation helps him master each of these tasks more firmly; but in addition, it disabuses the student of the notion — reinforced by popular misconceptions — that when he is learning the writing system he is learning the language. Moreover, the excellent foreign language teacher knows that the automatic response which is characteristic of linguistic behavior in the mother tongue is also the goal of his own teaching. And he is able to select or construct drill exercises that are designed to achieve that goal.

In addition to the knowledge about learning described above, the excellent foreign language teacher knows which external conditions affect the learning of language and how they affect it— for example, such factors as background of students, class-time available for foreign language study, instructional materials and instruments available to student and teacher, and electromechanical devices.

Third, he understands the nature of the human being as a learner. He understands differences in learners. He knows that the difference in learners at elementary, secondary, college, and adult levels may result in differences in specific classroom techniques, even when the same principle of learning is being applied. He does not make the erroneous assumption (as did one California legislator) that the specific techniques used so successfully in the classrooms of the Defense Language Institute could be adopted without change by elementary school teachers in their classrooms. At the same time, he does not make the equally erroneous assumption that a teacher adopts one set of principles about language learning if he is teaching military personnel at Monterey and an opposing set of principles if he is teaching young children in a public elementary school. He knows that our knowledge of the nature of learning is still at a relatively primitive stage, but he is intimately acquainted with current hypotheses and the best available evidence relevant to each; and he is open-minded on the subject.

Fourth, he knows about the instructional media appropriate to his level of instruction — textbooks, audio-visual materials, electromechanical aids. And he knows the criteria that must be applied in judging the excellence of these instructional media.

Finally, he knows about evaluation of student learning. He knows something about the field in general and a great deal about evaluation in the foreign language field particularly. This includes knowledge of such items as the available testing instruments, principles of language test construction, criteria by which the excellence of a test can be judged (whether it is constructed by the teacher himself or by a professional test maker) administering and scoring tests, and interpreting test scores.

Linguistic Science

The excellent foreign language teacher knows about the nature of language in general and he is able to use with some ease the major tools that have been developed for analyzing and describing language. In particular, he has had some training in applying these tools to the language he is teaching and he therefore has some understanding of its elements and structure — from the totality of an entire speech utterance down to its individual sounds. In his acquisition of this knowledge, he has given specific attention to contrastive linguistics, a closely related body of knowledge which analyzes the similarities and differences between the design of the foreign language and the design of English, the mother tongue of the vast majority of his students. This aspect of contrastive linguistics is, of course, important for American foreign language teachers whose mother tongue is not English; it is, however, equally important for language teachers who are native speakers of English.

Above all, the excellent foreign language teacher understands enough about linguistic science to know how it is related to his work and what the language teaching profession may learn from it. Linguistics is not to him — as it is to many uninformed language teachers — a vast unknown land peopled by creatures who speak gibberish to one another and who occasionally leave their esoteric labors to point an accusing finger at the language teaching profession. Hostility has given way to understanding and tolerance, as language teachers have learned more about the field of linguistics.

The language teacher who has had even minimal training in linguistics — if this training has been at all adequate — understands why it is that in a science so young, no unified theory has yet emerged that satisfies everyone. The Galileos have, however, already come and gone; and because great progress is currently being made, change in linguistic theory is uncomfortably rapid. This is of course confusing to the practitioner. But the informed teacher understands why this apparent confusion is normal in this period of the development of a science.

It is true that the change is too rapid for comfort. One Institute participant reported that as soon as he had become accustomed to the concept of the phoneme and found himself comfortably using it, someone told him that a new, "advanced" school of linguists had proclaimed that the phoneme concept was now obsolete! So it goes. The informed language teacher knows that this is the price of progress in any science and he does not allow this natural state of affairs to disturb him. He knows that the theories formulated today are not the final ones; they will give way to better ones tomorrow and he will have to learn those too. But above all, his work in linguistics has helped him brush away the centuries of accumulated myth that our culture has inherited about the nature of language, about particular languages and dialects, and about the sounds, words, and structures of the foreign language he is teaching. For this help alone — and this is only a small segment of his contribution — the language teaching profession is deeply indebted to the professional linguist.

The foregoing paragraphs have focussed on facts, principles, and concepts in the fields of the study of culture, education, and linguistics that are part of the store of knowledge the excellent foreign language teacher comes to possess. Such informational and conceptual knowledge alone, however, does not insure good teaching. Beyond such knowledge, the excellent teacher has an ability which is of a different order. The following paragraphs seek to analyze briefly the components of that ability. The ability to teach — surely everyone will agree — is the central goal that every teacher-preparation program seeks to help its students attain.

THE ABILITY TO TEACH

The excellent foreign language teacher has more than a practical command of the foreign language and more than a knowledge of facts and concepts in cultural study, education, and linguistic science. The successful teacher is also able to apply these skills and this knowledge to the varying, minute-by-minute needs of his class situation or individual student conference. In other words, the excellent foreign language teacher is able to teach the foreign language well.

The art of teaching is, in fact, the ultimate goal. The other two goals we have discussed (practical command of the language, and appropriate informational and conceptual knowledge from the relevant disciplines) are, in their relative relationships to this third goal, two major means serving it. If the first two goals are not achieved, it is not likely that the third would be successfully realized in the foreign language classroom.

The ability to teach is a complex entity whose various components are of course not actually separable. However, it can be analyzed as having four aspects. First, the excellent teacher is successful in giving his students progressive control of the four language skills. He is able to do this because, on the basis of his knowledge of linguistics, the psychology of learning, the nature of his learners and an appraisal of his own temperament and talents, he is continuously able to make valid judgments, during the ongoing activity of the class, as to which concrete next step is most appropriate.

Beyond the ability to help students gain progressive control of the language skills, the excellent teacher is able to give them insights, understandings, and appreciations of some of the cultural monuments of the foreign civilization, especially those which have had an influence on the native speaker's thought and expression. Furthermore, he is able to help his students gain some knowledge of the value patterns dominant in the foreign culture, and of major ways in which the foreign culture expresses those values in its social institutions and processes.

The excellent teacher not only possesses knowledge about the available instructional materials and media in his language and at his level of teaching; he is able, in addition, to evaluate these materials and media and to select those that will help his students most in the learning process. Such selections are not simple to make, for almost always the teacher faces limiting factors, such as funds and staff disagreements, in the process of selecting his texts and other teaching materials.

The excellent teacher has the ability to make evaluations of student progress, including an ability to diagnose causal factors that have led some students to success and others to failure. And he is able to replan subsequent class activity and individual student work on the basis of such analyses of student progress.

THE FOREIGN LANGUAGE TEACHER'S RESPONSIBILITIES AS A PROFESSIONAL

The excellent foreign language teacher identifies himself with the foreign language teaching profession and he interprets it to others in order to foster a better understanding of it among other teachers and the general public. And he pursues those activities that will help him continue successfully, as a foreign language teacher, during the years beyond his training stage.

As a professional, he feels responsibility in four areas. First of all, he knows that the science of foreign language teaching is continuously developing and that he is, in a sense, a scientist, with the responsibility to keep up-to-date. This means that as new discoveries and analyses are made in fields relevant to his profession -- in linguistic science or in the psychology of language learning, for example -- or as new trends or emphases take place in these fields, he keeps abreast of these developments. He does not allow himself, when he attends a professional meeting, to feel out of tune with the times (or perhaps even hostile to colleagues) merely because he does not know what people are talking about when they speak, for example, of transformational grammar or wireless laboratory equipment or the "new" MLA tests.

Second, he is aware of foreign language teaching as an art. He knows that he is, in a sense, an artist with a responsibility to remain aware of all developments affecting his art. A creative process is difficult to describe and parts of the process may be impossible to describe in prose, but artists have sometimes been successful in communicating to others what tools they use, and how they use these tools to achieve desired effects. Such descriptions appear in the professional literature of the foreign language field and the excellent foreign language teacher may even contribute, on occasion, to this store of literature.

Third, the excellent teacher of foreign language is able to interpret the foreign language field and its peculiar problems to people outside the field — to the parents of his language students, to school administrators, and to the general public. Indeed, when necessary, he must be able to interpret his methods to his own students, for there are times when their learning is measurably quickened by an understanding of the reasons why he is using a certain technique; there are also times when severe anxieties on some student's part are alleviated when he is given such an explanation. If the foreign language teacher stresses the spoken language in his teaching he is often called upon to explain to interested parents why certain kinds of class and homework activities are important while other kinds are not. If his students' parents have had enough formal education to help their children, it is imperative that he interpret his methods to parents, explaining to them in person or through a newsletter why the kinds of class and homework activities which are common in concept-oriented courses (and which used to be common in foreign language classes) are not essential for foreign language homework activities today. Indeed, he must persuade parents that such activities may even be detrimental if pursued by the language student at certain stages of his study. The foreign language teacher is thus, in addition to being a teacher, also a kind of public relations man, for he must do his part in making it possible for his colleagues in other departments, the administrators, parents, and the public at large to understand the problems of foreign language teaching in this country.

Finally, the excellent foreign language teacher is acquainted with the periodicals and books in the field of foreign language teaching and keeps up with new publications. He knows who are the active leaders, nationally and locally. He knows about the societies and organizations in the field. Beyond this knowledge, he actually engages in such activities as will give him a sense of participating in the community of foreign language teachers and scholars.

Much of the development of the foreign language teacher along the lines here set forth comes with experience, during the years after he has completed his training program. The training program, however, sets the directions, and the nature of the program is influenced by the image of the kind of teacher it hopes its own students will develop into. Hence, even those goals which cannot be achieved without experience must be reflected in the structure of a training program; for in that program beginnings are made, expectations are built, and attitudes are set.

SECTION III

RECOMMENDATIONS FOR CURRICULAR DEVELOPMENT

Our study showed the closely-knit, integrated character of the successful Institute program to be its most valuable feature. The study team strongly believes that faculty groups responsible for regular teacher-education programs in colleges and universities would accomplish their goals more effectively if they moved in the direction of an integrated program for teacher candidates.

The model of an integrated program, provided by the Institutes, is however a difficult one to imitate. The successful NDEA Language Institute has been carefully planned in advance by a director and faculty working as a team. The Institute becomes a cultural island for some two months. The staff and participants work hard together, for long hours in and out of class, on a program whose parts are purposely designed to achieve the maximum integration and practicality. Sections are small, the use of English is reduced to a minimum, liaison between teacher and student is informal and personal, motivation is high, and there is mutual interest and cooperation. Evaluation and replanning are weekly (in some instances indeed, daily) activities.

Inevitably from these circumstances there is born a unique spirit, an awareness of purpose, a blending of both individual and mutual achievement, a realization of progress toward a common, clearly perceived goal. This spirit — as infectious as it is stimulating — is the most rewarding aspect of an Institute, and it is an unforgettable experience for its participants and staff.

This spirit, valuable and essential as it is, is virtually unknown in the teacher-training programs of colleges and universities. The average college language program for prospective teachers is atomistic in character, usually consisting of a series of unintegrated courses. Instructors seldom visit one another's classes. Nor do they systematically compare achievements and shortcomings of the students they have in common. Discussions of this nature which do take place are likely to be haphazard, occurring perhaps as "small talk" while faculty members are waiting in line, with their luncheon trays, at the faculty dining room. Department meetings are usually infrequent and frequently dull. Classes are not always small enough to permit close, informal instruction, and English is sometimes used more often than the foreign language. The students are often less motivated than the participants in an Institute, and it is almost impossible in an ordinary college language department to achieve the "cultural island" that is characteristic of a good Institute.

But real as the obstacles are, none of them should be permitted to stand in the way of improvement. An improvement in the foreign language teacher's preparation is badly needed and there is no reason why most college departments cannot immediately take the first steps toward curricular reform. Eventually our colleges must face squarely the task of properly preparing students to teach foreign languages and cultures in today's world. And today's world being what it is, the sooner this task is done well, the better.

THE OVERALL DESIGN OF THE TEACHER-EDUCATION PROGRAM

The Courses in the Program

The study team recommends that a prospective foreign language teacher's program ought to include courses in five areas: language skills, literature, culture, linguistics, and education.

Courses Devoted to the Foreign Language Skills

Since courses in the language skills do not have a "natural" content of their own, these courses and the courses in literature and civilization should be planned together and taught in coordination.

Moreover, it is crucial that in courses devoted to the development of the language skills, students be divided into small drill groups on the basis of their proficiency level. Drill sessions must be plentiful. They need not be conducted by full-fledged faculty members; young native-speaking linguistic informants should be hired and trained to perform this task.

Courses in the Foreign Literature

These courses should be planned so that the maximum degree of direct experience with major literary works is provided. Discussions about the works should take place in the foreign language; papers on the works should be written in the foreign language.

Courses in the Foreign Culture

These should reflect two major concerns. First, they should acquaint the student with the major achievements in the arts and sciences that the culture has produced. Second, they should give him insights into the values, the social institutions, and the habits of thought and conduct found in the contemporary foreign culture.

Courses in Linguistics

These courses should cover both theoretical and applied linguistics. They must first of all acquaint the student with the tools (the theoretical framework and the major concepts) that he will need if he is to move successfully to an analysis, on the most practical level, of the elements of the foreign language. Only if he knows how to use these tools can he discover the patterns of the sound system and of the linguistic forms and structures that are characteristic of the foreign language.

The courses in linguistics ought to be coordinated with courses in the language skills and with courses in the art and science of teaching.

Courses in the Art and Science of Teaching

A prospective language teacher's education is obviously incomplete unless he takes courses that give him the basic concepts, principles, and facts about the educative process and the learning of foreign languages and that help him begin to acquire the art of teaching.

The combination that has proved most effective in Institute programs provides for training in the methods of teaching foreign language, observation of a master teacher in a demonstration class, and opportunities for practice teaching. Each of these segments is essential.

Unity of Program Goals and Coordination of Courses

Individual courses in the program must be conceived as segments in a single program entity. Hence they must be planned and taught in close coordination. Let the program degenerate into a series of miscellaneous courses only vaguely related to one another, and it must run the risk of failure. If, as is sometimes the case, individual segments are the responsibility of different schools or departments, the need for coordination is all the greater.

A university-wide committee on teacher education has on most campuses where it has been created, proved most useful. Beyond that, the study group recommends that every teacher-education program in foreign language have a director or coordinator who is given considerable authority and responsibility. We suggest that this director or coordinator should not be the department chairman; he has too many other important duties and cannot devote to this task the attention it needs. However, the director or coordinator should be a faculty member of status and, above all, a fine teacher himself.

He should also be a dynamic leader, for under his direction, the faculty must rebuild a curriculum and develop an intensity of purpose and a sense of community. The data our study has yielded leave no question that the single most significant factor in the success of the Institutes is the atmosphere created by cooperation among members of the faculty and by the sense of community they develop. In the creation of this atmosphere, the single-minded devotion to the purposes for which the program was designed plays an important role.

Departmental language programs tend to be amorphous, for they are multi-purpose in nature, but the teacher-training programs developed within the degree framework can be designed to insure unity of purpose and program. A revealing paragraph from one of our visitors' reports states: "One of the younger Institute participants to whom I spoke emphasized the importance of the total Institute design. She said, 'This is the first time I have ever been able to receive meaningful help from one professor on a problem presented by another, in any subject. It is also the first experience I have had where I have heard one professor refer to remarks made by another and in essence reinforce the instruction offered by his colleague.'"

An Intensive Training Period

Our study of the Institute programs revealed that great value resides in an intensive program in language, such as the Institutes provide. But the language program pursued by teacher candidates on most college and university campuses does not normally make provision for intensive language work.

We therefore recommend that whenever possible, programs for prospective teachers be arranged so that, through block scheduling of language work, a period of time during the junior or senior year be devoted entirely to intensive language study.

The Use of Native-Speaking Linguistic "Informants"

Many of the staff duties essential in Institute programs do not require the services of highly trained (and highly paid) faculty members. Even where faculty members are able to perform such duties effectively, it is an unwise use of valuable human resources to assign these duties to them. Our reports show that such duties were performed in the Institutes by specially selected native speakers. Generally these individuals were not academically trained to do advanced teaching in language, literature, or civilization and did not command the salaries of regular faculty members. With appropriate in-service training, these native speakers can be taught to do a splendid job as drill masters and laboratory monitors. They can also be trained to serve excellently as conversation leaders, both in small conversation classes and at language tables during meals.

We recommend that each language department study its distribution of teaching assignments to discover whether a wiser use of faculty time can be effected by adding several native-speaking linguistic informants to the departmental staff.

TRAINING IN THE SKILLS OF UNDERSTANDING AND SPEAKING

The study team discovered the major feature of Institute programs that contributes to improvement in participants' ability to speak and understand the foreign language; this was the insistence that the language be used at all times, in and out of class. This insistence was supported in many positive ways. Participants were stimulated strongly to express themselves in the language at every possible opportunity, usually under the direct supervision of a fluent, friendly, often native-speaking instructor or linguistic informant. In many college foreign language or literature classes, on the other hand, the use of English often exceeds that of the foreign language, the instructor is often not a native (or near-native) speaker of the foreign language, and the opportunities for the student to speak the foreign language are usually minimal.

On the basis of our observation of Institute programs and practice, we recommend that foreign language teacher-training programs follow, as nearly as possible, these practices:

1. Maximum use of the foreign language should be encouraged in all courses beyond the first year, and as great a use of the foreign language as possible even at that level.

2. Lecture courses are to be avoided in which the students passively take notes and are never called upon to participate overtly. Even in lecture courses, the last fifteen minutes or so of the class period should be devoted to discussion. This discussion can sometimes take the form of an informal "forum" that may include prepared statements by some students.

3. A planned series of informal talks, followed by group discussions, should be given by native speakers known to be informed, stimulating analysts of subjects closely related to the foreign country's life and culture.

4. Whenever possible, the conversation courses should be correlated with the courses in literature and culture so that sessions in the conversation class will be devoted to intellectually significant topics. This practice not only stimulates real conversation rather than a mere exchange of trivia but also helps to improve the overall integration of the department's program.

5. On size of classes in oral expression, the limits recommended by the MLA should be followed — a maximum of ten to twelve students.

6. The Director or Coordinator of the program should arrange each teacher candidate's program so that every semester (or every quarter) he takes one or more classes with native speakers or with American faculty members fluent in the foreign language, in addition to the classes he may be taking with less fluent instructors.

7. Special remedial sessions in oral expression for all students who need such instruction should be established. A regular faculty member's time need not be used for this purpose if a corps of native informants have been trained to direct pattern practice and give other types of remedial drill. (The remedial program should be supervised by a regular faculty member, however.)

8. Where variation in oral ability among the students is great and their numbers are large, a placement test should be standard procedure. Language classes should be sectioned and students grouped according to their proficiency.

9. The instructors of the conversation classes should be rotated periodically so that students are exposed to a variety of speakers of the language.

The problem of grading can be solved in the way in which the Institute programs have solved it — the final grade for each student is determined by consultation among the various instructors who have participated in the course.

10. Language tables are most useful if conversation is stimulated by native informants assigned to each table.

An interesting technique in a class in oral expression was reported by one of our visitors: "A Mexican film had been viewed by all the participants on the previous evening. Before seeing the picture, they had all read a 500-word analysis of the film prepared by the director and written in excellent Spanish. The next day, the sections in oral expression, numbering seven to nine students of comparable ability, all began with a brief group discussion of the picture and then broke into sub-groups of two or three for further conversation. The instructor then moved from one group to the next, stimulating discussions, listening in, and occasionally correcting the errors he overheard."

Another member of the study team, after an Institute visit, reported: "The audio-lingual approach is used regularly by faculty and native informants in every possible classroom situation. Special sessions are devoted each day to dialogue practice, pattern drill, pronunciation practice, etc. The participants are well aware of how they are being taught. Some said they felt that most of their classes were, in effect, demonstration lessons. They were particularly pleased they were being taught as they were being told a foreign language ought to be taught."

At most of the Institutes which the visitors observed, two classes were given in English — the linguistics class and the methods class. In one case our visitor asked the director why the class in linguistics was given in English. The director replied that the teaching of linguistics in French or Spanish would, in a sense, be presenting "two unknowns in one equation."

TRAINING IN THE SKILLS OF READING AND WRITING

In most Institute programs, our visitors found that there were no separate courses devoted to training students in reading and writing. As one of our visitors reported: "Reading and writing skills were an integral part of the culture and civilization courses, since the lectures were summarized in a text and the student was expected to familiarize himself with the content and the special vocabulary of each lecture by reading it beforehand. In addition, other readings were required. The same culture class was then the basis for the composition session. The composition class was the best class of its type that I have ever seen. The students began by writing a brief composition on a subject taken from the day's culture class. The time limit assured that the compositions (five in all) could be corrected within the class period. The composition was placed in an overhead projector and the student read his theme sentence by sentence. The corrections were made on the overhead projector and were visible, in red pencil, to the entire class. The class was well organized, with homogeneous grouping, and the pace was excellent."

In another institute a weekly newspaper of two pages, highlighting the events and personal items about the Institute and its participants, was prepared and distributed.

In all probability the most important lesson to be learned from Institute experience in the matter of reading and writing is the reaffirmation of the principle that these skills are best taught in courses where there is a significant course content.

Again, in the case of reading and writing as in the case of speaking and understanding, these skills can be developed more effectively in smaller groups. Such groups can be conducted by competent, native-speaking men and women who are not full-fledged faculty members. Indeed, several of our visitors reported that the most effective small-group sessions in written composition that they witnessed were taught by specially trained native speakers under the general direction of the faculty member responsible for the work in culture and civilization.

CULTURE AND CIVILIZATION

Some portion of the required program of every Institute which the study group visited was devoted to an analysis of the foreign culture. Indeed, this feature has been characteristic of NDEA Institutes since they came into existence. Moreover, the curricular plans of the Institutes in past years reveal that from the beginning, the study of culture was conceived in the broadest sense of the term. The courses were designed, even in the earliest Institutes, to increase the participants' understanding of all important aspects of daily life and culture in the foreign country.

This breadth seemed to the visiting team to be exceedingly important, for every foreign language teacher, at every level, is an interpreter of another culture and a bridge between that culture and our own. The Institutes have tried to help teachers become more effective interpreters of both cultures. In the Institutes, the culture courses have therefore had to go beyond the customary study of literature, art, music, and philosophy. Another ingredient has been added -- the approach developed in recent years by the behavioral scientist as he tries to understand contemporary life in another society.

The actual organization and the conduct of Institute courses in culture and civilization follow a variety of patterns. Some are given completely by a single professor while others are taught by a whole battery of "resource persons," whose presentations and discussions are coordinated by one staff member. In some Institutes, indeed, there are two courses; one deals with contemporary institutions and stresses social problems and cultural patterns, while the other focuses on the great cultural monuments in the arts and sciences that the foreign civilization has produced.

One of our visitors reported that the course he observed was divided into two parts; one part traced in chronological order the development of such institutions as law, religion, science, education, while the second part of the course dealt with present-day life. In the second part, contrasts were made between customs and habits of the foreign culture and the way of life to which Americans are accustomed. Another of our visitors reported that the civilization course he observed "included a step-by-step account of what happens to a typical person in the foreign culture at various critical points in his life, beginning with birth and ending with the grave."

At all the Institutes which the members of the study group visited, the course in culture or civilization was given in the foreign language. At most of the Institutes, the lectures were taped as they were delivered; and they were made available to participants for listenting and further study during the afternoon and evening of the same day. At all the Institutes, the materials presented in the culture lecture provided a good deal of the content for the day's class sessions stressing language skills.

A typical practice, found at a majority of the Institutes, was described by one of the visitors as follows: "To facilitate comprehension, on the day before each culture lecture the participants were given an outline of the lecture along with a list of the lexical items that it was assumed they might not know. These, added to the fact that the lecturer spoke fairly slowly, helped make the daily culture lecture a successful experience for Institute participants with low ability in listening comprehension as well as to those with high ability."

A member of the study team reported on a course in Latin-American civilization that he observed and which, he asserts, "strikes me as having a good transfer potential to college language departments." In this course the instructor was a native American with long residence abroad. Our visitor's description continues: "The course covered important movements and masterpieces in history, literature, and the arts and also focused on the patterns of contemporary thought and expression. The instructor spent part of his time speaking to the group but saved a considerable amount of the hour to stimulate discussion. He made judicious use of his native informants, for they represented different Latin American countries. Their comments, always based on personal experience, gave depth and immediacy of experience to the Institute students. Short written outlines, in Spanish, of each day's topics were distributed to the students beforehand. After each class session the native speakers taped oral resumes of the content of each class session, so that students might listen in the lab and reinforce their understanding."

A feature relevant to the study of the foreign civilization that impressed our visitors favorably was the foreign language resources room. This was generally a lounge area in which Institute students found a selection of newspapers in the foreign language, a collection of journals published in the foreign country, and often a number of reference or source books in art, literature, and music. Here, too, on appropriate occasions, lectures or informal student-faculty discussions took place as well as the presentation of short plays and music recitals.

Several of our visitors had the opportunity to observe overseas Institutes and reported various ways in which advantage was taken of the foreign locale for intensive study of the culture. Here is a typical comment from the reports on the overseas Institutes: "Lectures and discussions on the contemporary culture were reinforced not only by readings in civilization and the study of literary works but also by direct experience. All the participants worked, in small groups, on a field project within the community. Most of the participants, too, had the experience of living with a French family and being involved, whether they chose to or not, in the daily life of the community."

While it is still true that every foreign language teacher candidate cannot be expected to spend a summer, or a semester or year, abroad, it goes without saying that such an experience is invaluable. It is even more valuable when the prospective teacher's perception of the foreign culture during his experience abroad takes place, initially at least, under guidance. Otherwise essentials may be missed and the student may remain blind to the basic pattern. Thus, the role of the American faculty members in an overseas program — or of the American resident director, in cases where foreign faculty members are used — is of great importance if the locale of an overseas program is to be used to advantage.

The study group strongly recommends that a teacher-training program in foreign language require the candidate to study the foreign culture, both historically and in its contemporary form. While work in literature is highly important, study of the other arts, of the role of science and technology in the foreign culture, and of its entire social structure must find a place in the required curriculum. Without a knowledge of the values and habits of thought in the culture for which the foreign language serves as the medium of communication, the teacher of that language is severely handicapped professionally.

Fortunately, developments in college language department curricula all over the country include the addition of courses in the foreign culture or civilization. Thus it is possible to discern the beginnings of a movement in the direction of the study group's recommendation.

But these beginnings appear to us to be moving too slowly. The problems that a language department faces in its curricular development are not, we know, easy to solve. It is true that its entire curriculum cannot be developed for the sake of the students who will move into elementary and secondary school language teaching. But many departments will probably agree with our belief that even for students whose undergraduate preparation is not for a teaching career on the elementary or secondary levels but for government work, for research in literary or linguistic studies, for work in business and industry, or for college teaching, it may not be amiss to require study of the foreign civilization and contemporary patterns of culture.

PROFESSIONAL PREPARATION

The courses at the Institute that dealt directly with teaching problems were found by our visitors to differ in several important respects from professional preparation courses in the regular programs of many colleges and universities. In the first place, since most of the Institutes devoted their program to a single language, their methods courses dealt with the teaching of one foreign language rather than several.

Second, our study group observed that the methods course and the demonstration class were conceived at the Institutes as integral parts of one process, and project visitors found the instructors of these two courses working closely together. Indeed, in a number of Institutes, the same individual taught the methods class and the demonstration class.

Third, the methods and demonstration classes were part of a single entity, the Institute program. And the instructors of these courses were members of a highly unified teaching team, all responsible to the same director. At the Institutes, participants did not face a problem that teacher candidates commonly find on American college and university campuses, namely, a lack of coordination between their "academic" courses and their courses in professional preparation.

Fourth, in the Institute programs, we observed that while theory was by no means minimized, it was always supported by practice. The methods class, the demonstration class, and the commentary and analysis which, in many cases, took place before and after each demonstration class session (with both instructor and participants taking part), served to weld these elements into an integrated instrument of true professional preparation.

The study group found this general pattern successful and recommends that it be taken as a model for regular teacher education programs.

The visitors were especially impressed with the role of the demonstration class and recommend that where a demonstration class is not feasible, language classes in near-by elementary and secondary schools might be profitably observed and discussed by teacher candidates.

One of our visitors to a FLES Institute wrote in her report: "What I found most impressive and helpful (so did the participants) was the demonstration class. There was a real class for the participants to observe, superbly taught by a real expert. A glorious sight! The plan and aims for that day's lesson, the different activities and techniques used, the children's responses, all were discussed and analyzed after the demonstration. Participants commented and asked questions; they were asked questions. Nothing was hypothetical — all was very real and alive. Participants took turns taking over for the last ten minutes of the class. Their performances were amicably and lucidly analyzed. (The most merciless critic was the participant who had just performed.) This was active observation, not passive, and done in a group, each member alert not only to his own problems or questions but to those proposed by others which he might have overlooked himself. Subject matter, skills, exercises, linguistics, psychology, all were taught live."

One Institute used closed circuit TV. Here is how our visitor described it: "One of the instructors in methods taught the demonstration class while the other methods instructor was with the participants in another room. During the course of the demonstration class, viewed by the participants through two TV sets, the participants were free to ask questions. The instructor would cut off the TV sound when participants wished to question a certain procedure or the instructor himself wished to make a comment. The opportunity to ask questions during the actual demonstration and the comments of the instructor as the demonstration class progressed seemed to me to be two advantageous features over the more usual type of class observation."

The descriptions that were submitted by the members of the study project show this typical pattern: in the methods class participants discussed the principles of the audio-lingual approach to language teaching, and in the demonstration class they observed an example of that approach in actual practice. In very few cases, however, were participants given a "party line" and expected to accept it without question. In the rare cases where this was observed, it was the judgment of the visitor that the classes were not very effective as the participants became hostile and the instructor became defensive.

The truth of the matter is, however, that the audio-lingual approach is unusually broad in its framework. Some of the participants confided to our visitors that an unexpected experience they encountered in their Institute methods class was this precise discovery. They were amazed at its breadth and at the ease with which it accommodated teachers of different temperaments and talents. The reason is that the audio-lingual approach is not a specific set of teaching techniques; it is rather a set of principles that can be applied differently by different teachers and in different classrooms.

The particular techniques that a teacher uses in audio-lingual instruction depend on a large number of factors — the background and age of the learners, learning conditions, and, above all, his own background, talents, and strengths. The most effective methods courses in the Institutes, therefore, were those which made it possible for each participant to work out and perfect the techniques which were right for his particular teaching conditions and for his particular temperamental strengths and weaknesses.

The close relationship between the methods course and the linguistics course at a number of institutes has already been pointed out. The reason for this intimate relationship is quite understandable. Audio-lingual language teaching is based on two major principles. One of these comes from the field of linguistics and the other from the field of educational psychology. The first principle views language as a system of communication whose primary means are the production and perception of sounds. From this principle certain pedagogical implications follow. The second, which has equally great pedagogical implications, is the notion of language as a system of responses that have been so well learned as to have become habitual. The first principle accounts for the kind of drill that characterizes classes taught by teachers who have accepted audio-lingual instruction. The second principle accounts for the extraordinary amount of drill that our visiting group witnessed at every Institute we visited.

Students who are taught language by "traditional" methods find that fairly often they must mentally call up verb charts or must reason from a rule of grammar to a particular case in order to make the selection of linguistic forms that are needed. For the student successfully trained in the spoken language, however, the selection of the appropriate linguistic forms, once he is clear about what he wants to say, is completely automatic. Thus, the automatic response that is characteristic of linguistic behavior in one's mother tongue is also the goal of the audio-lingual classroom in a foreign language.

These were the principles that Institute participants were able to see applied to concrete class situations in the demonstration class. Several of our study group, however, while expressing enthusiasm for the accomplishments of the demonstration class, pointed out that in watching only one demonstration class, Institute participants were not able to observe more than one set of text materials coming to life in the classroom. In the best Institutes, therefore, participants devoted part of their time in the methods course to becoming acquainted with a selected number of other textbooks and evaluating their strengths and weaknesses. One of our visitors reported: "An interesting feature of the methods and demonstration class unit was the exercise in text evaluation. Copies of the criteria evolved by the MLA were distributed in the methods class, discussed, and then small groups were formed for the evaluation of the text that the students were using in their own classes. The groups acted with committee-like organization and the texts were discussed point by point."

At a number of Institutes, the participants and the methods instructor, working together, developed their own criteria for judging foreign language textbooks. One such list, worked out by the participants in an Institute for secondary school teachers, ran as follows:

CRITERIA FOR EVALUATING FOREIGN LANGUAGE TEXTBOOKS

The Skills of Speaking and Listening

1. Materials for a pre-reading period are provided, in which pronunciation habits are fixed and certain basic structures are learned.

2. Adequate dialogue material is presented, from the beginning, with short, natural lines of dialogue.

3. Dialogue content and level of maturity are appropriate to American high school students.

4. Vocabulary and grammatical structures are introduced in such a way that the learning burden is neither too great nor too small in each lesson.

5. There is adequate provision for periodic review and testing.

6. Drill materials for the teacher to use directly in the classroom are completely presented in the text or teacher's manual.

7. Drill materials are based on a contrastive analysis of the structure of English and the foreign language.

8. There is enough drill material to provide variety and also to permit sufficient repetition of the structure (or other points) to be learned.

9. Grammatical rules are presented in such a way as to give the student a sense of the patterns of the language — and these explanations come after the drills on these points.

10. The teacher's manual (or supplementary materials for the teacher) explains how to test and grade the student on his speaking and listening skills (rather than on written work) during the pre-reading period and later.

The Laboratory

11. Drills for the laboratory that correlate with the text are available on disc or tape so that teachers do not have to construct and record home-made drills for the lab.

12. The tapes or records containing the laboratory drills are easy to handle and use.

13. Mechanical features in the recordings are adequate: voice quality, fidelity, speed of speech, and drill tempo. (The last is especially important; drills must not be presented at an artificially slow tempo.)

14. The drills on the tapes or records are varied in type and cover all the points in the lesson (or part of the lesson) with which they relate.

Homework; Reading and Writing

15. Student practice records come with the text to: a) facilitate the homework problem during the pre-reading period, and b) provide a model of native speech when students practice out of class during the entire course.

16. Suggestions are given in the teacher's manual for handling homework problems.

17. After the pre-reading period ends, the exercises given in the textbook for homework assignments are of the sort that fix language habits rather than rely on the "problem-solving" translation process.

18. The book provides adequate opportunities after the pre-reading period for teaching the reading and writing skills.

19. Beyond the first-year lessons or units, the book gives increasing attention to the reading and writing skills.

20. As the student learns to read the foreign language, the amount of textual materials given in English (for example, directions or cultural material) is decreased correspondingly.

The Foreign Culture

21. The text includes an adequate amount of cultural materials.

22. The cultural materials often emerge through the teaching of the language — that is, there is a good deal of integration of cultural with linguistic materials.

23. Culture is regarded by the textbook writer in its widest sense, including not only past and present achievements in the arts, but dealing also with various aspects of present-day daily living: social classes, meal-time customs and foods, educational and religious institutions, transportation, customs of courtship.

24. Certain cultural items are included that would be of particular interest to American students of high-school age.

Additional Considerations

25. The various levels in a series of texts articulate well with one another -- level 2 growing out of level 1, etc.

26. The text is physically attractive and durable and is reasonably priced.

27. A majority of the staff at the school would be comfortable using this book after they have had a year of experience with it.

Our visitors reported that the exhibits of texts and materials played an important role at the Institutes. Sample textbooks, tapes, records and maps, were all available. In many Institutes these materials were housed in an attractive Resources Room. It was here that small groups of participants met together to compare and contrast texts. As was pointed out earlier, our visitors believed it to be exceedingly important for participants to become acquainted with school texts other than the one they observed in use in the demonstration class.

LINGUISTICS

"Both of the Institutes I visited," one of the project members reported, "required participants to take a linguistics course whose stated aim is not the systematic study of linguistic science as a discipline but rather the study of those facets of the science which can contribute directly to the Institute participant's effectiveness as a teacher." Another of our visitors described the course he observed as follows: "The linguistics course was clearly based on the belief that a contrastive analysis of both English and the foreign language is necessary to identify the pitfalls encountered in the attempt to gain command of the foreign language. Accordingly, the course concentrated on a systematic study of the points of interference between the two languages."

All the reports carried similar descriptions. The details, however, show that the linguistics courses our visitors saw at the Institutes were hardly carbon copies of one another. It is true that all the courses in this field had certain features in common, but we also noticed considerable variation. For example, they all included a certain amount of theoretical material and all attempted also to be practical; but the exact balance between these two elements differed from one course to the next. The following paragraphs attempt to characterize the linguistics courses by pointing out their common features.

The theoretical side of an Institute linguistics course attempts to give the student insights into the nature of language in general and an understanding of the tools which have been developed for analyzing language. In the theoretical part of the course, the professor may acquaint his students with only one theoretical framework for linguistic analysis (his own, or perhaps Hockett's or Hall's or Hill's or Harris' -- it is to be noted that this list does not exhaust even the H's) together with the analytic tools which have been developed for that framework. Or the linguistics professor may attempt to acquaint the student with several frameworks, perhaps a traditional one, one in the structural mode, and one from the school of transformational grammar. In the best courses of this type, our visitors observed that the professor selects particular theoretical frameworks which he respects rather than straw men he intends to attack.

In the theoretical side of the course, the student becomes acquainted with the analytic tools as more or less abstract concepts. The practical side of the course puts these concepts to use. The student sees the professor applying them to two actual linguistic universes, the language the student will be teaching and his mother tongue. In some of the courses that we observed the students do part of this analysis themselves. In this process, the instructor hopes the student will achieve greater understanding of both the tools themselves (thus gaining insight into what a phoneme or morpheme is, as an abstract entity) and a greater understanding of the elements of the foreign language which, with the aid of these tools, he has been exploring on the most concrete level.

Thus, in each Institute, in the work devoted to study in linguistic science, the exact proportion between the theoretical and the practical, the abstract and the concrete — our visitors' reports show — differs from one campus to the next. But in all the successful courses, it seems, both aspects are undeniably present. Whatever the proportion, and however the course is organized, it is hoped that aside from a knowledge of linguistics, the students will complete the course with the following understandings about linguistics:

a. A realization that each language, aside from its relations to all other aspects of the culture, can be fruitfully described as a self-contained universe consisting of elements susceptible of analysis, and that special intellectual tools must be mastered in order to make such an analysis.

b. The realization that at the present time no single analytic framework offered by any linguistic scientist can be satisfactory to all workers in the field. The science is still too young.

   The course therefore helps students achieve the sophistication to understand why there cannot as yet emerge a unified theory of grammar and why they must be patient as they hear argument and disagreement among linguists. The course helps them understand that this is a necessary stage in the development of any science and that a unified theory of grammar will perhaps emerge in the future.

c. An understanding of the relevance of the methods and products of linguistic science to the profession of language teaching. During their work in the linguistics course, students come to realize, for example, that the techniques that characterize the best language classrooms today — e.g., the use of structure drills — have been developed as a result of linguistic analysis.

d. An understanding of the reasons why a practical command of a language cannot result merely from knowledge about the language, even the most accurate knowledge. (Indeed, linguistic analysis may hinder more than help the unsophisticated language student in his attempt to achieve language skills.) At the same time, students are able to see, as the result of their work in linguistics, that anyone teaching language must have knowledge about the language in order to be able to make decisions affecting the planning and actual teaching of his classes.

The last two of these points make clear the intimate relationship that exists for the language teacher between work in linguistic science and work in foreign language methodology. Indeed, the individual reports of Institute visits reveal that in the most successful Institutes, such relationships are strongly explicit. One of our visitors reported that in one Institute, the professor responsible for the linguistics course and the professor responsible for the course in methodology worked out their course plans together and tried to achieve coordination between them as they were teaching them. Our visitor pointed to this as "an outstanding example of how two classes can reinforce each other." His comment continues: "Linguistics provided a justification for the techniques used and discussed by the teacher of methodology, and the methods teacher applied the theory discussed in the linguistics course."

In the early years of the NDEA Language Institutes, the exact role of the linguistics course, its place in the overall program and the level of difficulty at which it should be taught were matters about which there was considerable controversy. In some cases, the linguistics courses were regarded by Institute participants as excessively specialized and theoretical.

Evaluations of Institute programs carried out by the Modern Language Association indicated, however, that after the first few years, a great many of these sources of dissatisfaction disappeared. The improvement did not take place without considerable effort. For example, national conferences were held on this question for Institute directors and for the Institute staff members responsible for the linguistics course. As a result, instructors simplified their courses and at the same time tried to achieve a better balance of theory and practice. Above all, the linguists teaching them became persuaded that their desire to "cover" every major aspect of the entire field of linguistics must be curbed.

The theoretical side of the course changed from a traditional "Introduction to Linguistics" course to one for which a more appropriate title was "Selected Topics in Linguistics for Teachers of Foreign Language." Moreover, as the work in linguistics and methodology became more coordinated, drill sessions were scheduled in which linguistic principles were applied consistently to the solution of problems in phonetics, vocabulary, and syntax that Institute students were facing themselves and which they would probably also be facing in the classes they would be teaching.

In foreign language teacher - training programs around the country, practice with regard to a linguistics course differs considerably. Many college language departments do not now offer work in linguistics beyond the usual work in phonetics. In some campuses where such courses are offered, it is available as an elective course to interested students, but it may not be required of teacher candidates.

It is our view that where they do not now exist, courses in linguistics — well designed and conducted so as to stress relevant theoretical material and the practical application of this theory to individual classroom problems — would add a new, useful, and essential dimension to the preparation of teachers. The development of such courses, therefore, where they do not now exist (and, in programs where they do exist, redevelopment along lines suggested in the foregoing paragraphs) is strongly recommended.

SECTION IV

THE STRATEGY FOR CHANGE

The preceding section has suggested directions for specific curricular change in teacher-education programs in the foreign language field. The members of the study group fully realize, however, that institutional change does not take place easily. It does not take place easily even when everyone agrees that a group of recommendations is sound. Curricular reform does not take place rapidly because, unless there is dire emergency, institutional change is slow. There are many forces that join hands to resist curricular change and an extraordinary effort is necessary in order to overcome them.

The members of the MLA study group therefore recommend that a variety of efforts be made by professional organizations on all levels — national, regional, state, and local — to help the colleges and universities in the difficult task of curricular reform in their foreign-language teacher-training program.

The following concrete suggestions are proposed.

NDEA-Supported Seminars for College Personnel

Seminars or workshops for foreign language department chairmen and other selected trainers of foreign language teachers should be established as soon as possible. It is recommended that these be NDEA-supported programs. These workshops, like the NDEA Language Institutes themselves, should make provision for discussion of basic theory, strongly supported by first-hand observation of model training programs. Indeed, model programs might be selected from among the NDEA Language Institutes for elementary and secondary teachers.

Regional Conferences on the Preparation of Foreign Language Teachers

Additional conferences are needed at which representatives from the foreign language departments of colleges and universities can gather together to discuss common problems regarding the preparation of foreign language teachers. The present report, the MacAllister report, and other relevant documents might be used as workpapers for these conferences. It is suggested that these be organized by the state departments of education and the state foreign language supervisors, with NDEA funds.

A Casebook of Successful Programs

It is strongly recommended that, under the aegis of the MLA, a casebook of model programs be compiled. It should include full descriptions of approximately a dozen successful programs in foreign language teacher education which have recently introduced curricular modifications and improvements. All types of institutions should be represented in such a collection — from the large, public, urban, state university to the small, rural, private liberal arts college.

The programs described would be presented as "models" not in the sense that they represent perfect achievement but rather in the sense that they supply features worthy of adaptation on other campuses. Such a collection is valuable both because it would make a contribution in disseminating information about efforts in the direction of curricular change and because it would bolster the morale of staff members on other campuses engaged in the difficult process of curricular change.

Institutional Self Study

It is recommended that approximately a hundred colleges and universities be selected to participate in a large-scale project — possibly funded through the Bureau of Research in the Office of Education — to carry out studies relating to reformation in their own foreign-language teacher-education curricula. The object of such self study would be to analyze the forces of resistance and to build effective strategy for curricular reform.

It has been said that modern behavioral scientists know more about teenage gangs or the workings of large corporations than they do about the processes which characterize American higher education. It would be the object of such self-study projects to analyze the processes of change on the American campus in order to learn how to use these processes to further the goals of higher education. The group of studies called for here would focus on the training of language teachers.

Analysis of New Instructional Media

Among new instructional media for the training of foreign language teachers, a great deal of emphasis has been placed on the language laboratory. But other media have hardly begun to be explored. For example, a few films have been made, showing a master teacher in a demonstration class, but the film medium has not yet fruitfully been put to use in the training of foreign language teachers. The use made of video tape on campuses where closed circuit television has been used might also be explored.

A project is recommended that would, in its first stage, explore the strengths and weaknesses of existing materials and, in its second stage, proceed to the production of new instructional materials using these newer media.

Language Institutes for College Teachers

A large number of faculty members on college and university campuses, responsible for segments of teacher training programs in foreign languages, have had no formal training in linguisitcs, civilization, or literary study during the years since the end of the second World War. Many of the professors who fall into this category are still under fifty years of age and have fifteen or twenty more years of service to give to the profession.

Even if these faculty members have kept up with research and scholarship in the field of their doctoral dissertation or in the specialized areas of their graduate seminars, they surely must feel out of touch with newer developments outside of their own field of specialization. The literary scholar may find that he and the mathematical linguist have no common language for real communication, even though both are experts in Russian. Moreover, both these men may have spent so much time, attention, and energy on their specific research that they have both been out of touch with newer developments in the science and art of language teaching.

Yet both have responsible posts in programs that prepare elementary and secondary teachers of language. A specially designed NDEA institute for this type of college faculty member is very much needed and we recommend strongly that plans be instituted for encouraging the establishment of such institutes.

SECTION V

ENDS AND MEANS: A SUMMARY

The present report begins with an analysis of the large curricular questions now facing every foreign language department in the country. Within that larger context, Section I of the report focuses on the question: What is the best program for the preparation of foreign language teachers for the elementary and secondary school?

Section II outlines the goals of such a program by presenting a sketch of the successful foreign language teacher in the American school. It is these goals which should determine the structure of a teaching-training program and the means it decides to adopt.

The goals presented in Section II can be briefly summarized as follows:

1. Practical command of the language

   The excellent foreign language teacher —

   a. understands the foreign language spoken at normal tempo.

   b. speaks the language intelligibly and with an adequate command of vocabulary and syntax.

   c. reads the language with immediate comprehension and without translating.

   d. writes the language with reasonable correctness and with almost as much clarity as he is able to achieve in writing his mother tongue.

2. Mastery of facts, principles, and concepts in several disciplines

   The excellent foreign language teacher —

   a. has knowledge from the study of culture — and, together with that knowledge, appreciations and empathies — that will help him do a better job.

1) knows and appreciates the major cultural monuments in which members of the foreign culture take pride, and especially the monuments which use language as their medium of expression.

2) knows the value pattern and social institutions dominant in the foreign culture.

    a) knows (and empathizes with) the values that guide daily living and determine what is socially acceptable in the foreign culture and its major subcultures.

    b) knows (and empathizes with) the traditions and habits of thought and speech that members of the foreign culture hold in common.

    c) knows the nature and structure of contemporary social institutions in the foreign culture.

b. has knowledge from the field of education (and particularly from the psychology of learning) that will help him do a better job.

1) understands the function of education in society, both as a process and as an institution, especially in the United States; and understands the place of foreign language in that framework.

2) understands the nature of learning in general and the psychology of language learning in particular.

3) understands the nature of the learner, and differences in learners at elementary, secondary, college, and adult levels.

4) knows about instructional media in the field and the criteria by which their excellence may be judged.

5) knows about evaluation of student learning in general and about evaluation in the language field in particular.

c. has knowledge from the field of linguistic science that will help him do his job better.

1) knows about the nature of language in general and about the tools that have been developed for analyzing language.

2) knows about the design of the language he is teaching, and the similarities and differences between that structure and the structure of the mother tongue of his learners.

3) has successfully brushed away the myths which have accumulated in our culture about language, about the foreign language and its dialects and about sounds, words, and grammatical structures in that language.

3. Ability to teach

The excellent foreign language teacher —

a. is able to help his students gain progressive control of the four language skills.

b. is able to help his students acquire insights, understandings and appreciations of some of the cultural monuments of the foreign culture, of the value pattern dominant in the foreign culture, and of major ways in which the culture expresses those values in its social institutions and processes.

c. is able to evaluate student progress and plan class activity and individual conferences in the light of that analysis.

4. Responsibilities as a professional

The excellent foreign language teacher —

a. knows that the science of foreign language teaching is continuously developing and that he is, in a sense, a scientist with the responsibility to keep up-to-date.

b. knows that the art of foreign language teaching is being continuously perfected and that he is, in a sense, an artist with a responsibility to remain aware of all developments effecting his art.

c. is able to interpret the foreign language field and its peculiar problems to his own students (if the occasion demands an interpretation), their parents, school administrators, and the general public.

d. knows the periodicals and books in the field of foreign language teaching and keeps up with new publications; is acquainted with the work of leaders in the field; knows the organizations and societies in the field; engages in such activities as give him a sense of "belonging" — locally and nationally — to the community of foreign language teachers and scholars.

Section III presents the study group's recommendations for curricular development in teacher-education programs. The section begins by emphasizing the closely knit, integrated character of Institute programs and recommends that, in this regard, regular teacher-education programs take the Institute curricular pattern as their model.

Section III then proceeds with a discussion of each of the five segments of courses that should constitute a teacher-education program in the foreign language field: language skills, literature, civilization, linguistics, and education. It is to be noted that while the study group considers literary study important, it considers a program which, in concentrating on literary study, minimizes the other four segments to be inadequate for the preparation of elementary and secondary foreign language teachers.

Specific recommendations in each subsection of Section III are underlined in the text of the report and therefore need not be repeated here.

Section IV, which is entitled "The Strategy for Change," begins with the observation that since curricular change does not take place easily, a variety of efforts must be made by the professional organizations in the foreign language field to help the colleges and universities in the difficult task of curricular reform.

A number of concrete suggestions are made: NDEA-supported seminars for college personnel, regional conferences on the preparation of foreign language teachers, the compilation of a casebook of successful programs, projects in institutional self-study, analysis of new instructional media, and language institutes for college and university faculty.

APPENDIX A:

MEMBERS OF THE 1965 INSTITUTE STUDY PROJECT

JOSEPH AXELROD, Chairman
    Associate Dean for Academic Planning
    San Francisco State College

EUGENE W. ANDERSON
    State Supervisor of Modern Foreign Languages
    Department of Education
    State of South Carolina

OLIVER ANDREWS, JR.
    Department of Foreign Languages
    St. Lawrence University

JERMAINE D. ARENDT
    Consultant in Foreign Languages
    Minneapolis Public Schools

DORA S. BASHOUR
    Department of Romance Languages
    Hunter College

RUSSELL M. COOPER
    Dean, College of Liberal Arts
    University of South Florida

MICHELINE DUFAU
    Department of Romance and Slavic Languages
    New York University

FRANK M. GRITTNER
    Supervisor, Modern Foreign Languages
    Department of Public Instruction
    State of Wisconsin

CLEMENS L. HALLMAN
Indiana Language Program
Indiana University

THE REVEREND PAUL J. HARNEY, S. J.
Academic Vice President
University of San Francisco

LAWRENCE B. KIDDLE
Department of Romance Languages
University of Michigan

LESTER W. McKIM
Department of Foreign Languages
Central Washington State College

ROBERT G. MEAD, JR.
Department of Romance Languages
University of Connecticut

JOSEPH MICHEL
Director, Foreign Language Education Center
University of Texas

KARL OPENSHAW
Assistant Director, College of Education
Ohio State University

JOSEPHINE BRUNO PANE
Formerly Tufts University and
Director of Modern Foreign Languages
Medford, Massachusetts, Public Schools

HENRY W. PASCUAL
Modern Foreign Languages Specialist
Department of Education
State of New Mexico

LAWRENCE POSTON, JR.
Department of Modern Languages
University of Oklahoma

JAMES R. POWERS
Supervisor, Modern Foreign Languages
State Department of Education
State of Massachusetts

ALLAN F. ROSEBROCK
Director, Teacher Education and Certification
State Department of Education
State of New Jersey

WILMARTH H. STARR
Department of Romance and Slavic Languages
New York University

DONALD D. WALSH
Formerly Director, Foreign Language Program
Modern Language Association

WILLIAM G. ZIMMERMAN, JR.
Superintendent of Schools
Hanover, New Hampshire

APPENDIX B:

MLA GUIDELINES FOR TEACHER-EDUCATION PROGRAMS IN MODERN FOREIGN LANGUAGES

In this appendix, we reprint the recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York.

This statement is addressed to college and university personnel who are engaged in or are planning to engage in programs to prepare teachers of modern foreign languages in American schools. The statement was prepared in a special MLA project directed by F. André Paquette. At various stages of development the statement has had the benefit of review and comment by more than 500 members of the foreign language profession, and it has been approved by the MLA Foreign Language Program Advisory Committee. Throughout the project, members of the National Association of State Directors of Teacher Education and Certification (NASDTEC) provided much helpful professional advice, and the statement carries the formal endorsement of NASDTEC.

A. The Preparation of the American School Teacher

The preparation of a teacher in this country usually consists of: general education, courses and experiences which help him become a well-educated person; academic specialization, courses and experiences which help him become proficient in an area of concentration; and professional education, courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with academic specialization and professional education. It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

B. The Modern Foreign Language Teacher in American Schools

The teacher of a modern foreign language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).
2. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.
3. Present the foreign literature in such a way as to bring the students to understand it and to appreciate its values.
4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.
5. Correlate his teaching with that in other areas.
6. Evaluate the progress and diagnose the deficiencies of student performance.

C. Minimal Objectives for a Teacher Education Program in Modern Foreign Languages[1]

The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.

---

[1] Based on the "Good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages," The Bulletin of The National Association of Secondary School Principals, XXXIX (Nov. 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA, Sept. 1962, Part 2.

2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.

3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

4. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.

5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.

6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

7. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

D. Features of a Teacher Education Program in Modern Foreign Languages

An institution that seeks approval of its modern foreign language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competences named above. It is characterized by the features listed below:

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program.

The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

2. The institution evaluates the previous language experience of all applicants for admission to the institution as well as that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.

3. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in section C above, the institution offers, or provides by special arrangement, instruction in:

    a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.

    b. The major works of the literature. This instruction is largely or entirely in the foreign language.

    c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history, and contemporary civilization.

    d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.

   e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization including the place of foreign languages in the curriculum.

   f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.

4. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

5. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.

6. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least at the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

7. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.

8. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films,

plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.

9. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.

10. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.